DOCUMENT RESUME

ED 218 588 CS 006 732

AUTHOR Bynum, Brenda J.
TITLE How Parents Can Help Their Children in Reading.
PUB DATE 14 Jun 82
NOTE 53p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Beginning Reading; Early Reading; Elementary Education; *Inservice Teacher Education; Literature Reviews; *Parent Participation; *Parent Role; *Reading Programs; *Reading Readiness; Teacher Role; Workshops

ABSTRACT

To provide a scholarly basis for justifying and implementing a parent involved reading program, this annotated bibliography provides a review of the literature that helps to clarify the role of the parents, teachers, and administrators in reading progress; gives suggestions regarding the way parents can help their children in reading; and compiles current information in the area of parent involvement in reading for accessible use. The literature indicates that the parents are the child's first teacher and because of their early involvement and familiarity with the child they may be better able to provide effective initial instruction than the teacher. Once the child has entered school, parents can reinforce what is learned at school by listening to the child's experiences and voicing approval. While it is preferred that parents not be involved in decision making, it is desirable and beneficial to have parents involved as supporters of education and the educational process and as volunteers in the school and classroom. In general, most of the programs reviewed had as their goals making parents familiar with the school and school personnel, informing parents of the important role they can play in assisting their child in the acquisition of reading skills and providing specific suggestions and materials for them to help their children at home. (Appendixes include an outline for an inservice program for teachers on how parents can help their children in reading and sample materials for an inservice workshop.) (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218588

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HOW PARENTS CAN HELP THEIR CHILDREN IN READING

BY

BRENDA J. BYNUM

Graduate Student

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Brenda J. Bynum
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Study Directed

by

Charles R. DuVall, Ph.D.

Submitted in partial fulfillment of the requirements
for the course E591---Exit Project
Indiana University at South Bend
June 14, 1982

CS006732

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	2
Organization of the Study	3
Glossary	4
ANNOTATIONS	5
Parent Involved Reading Programs	5
Parents Involved in Reading	9
Attitudes and Responses of Parents and Teachers Toward the Reading Programs	14
SUMMARY	16
CONCLUSIONS	18
RECOMMENDATIONS	20
REFERENCES	21
APPENDICES	24
Appendix A: In-Service Program for the Teachers of Elkhart Community Schools	24
Appendix B: List of Material to be included in professional library	43

INTRODUCTION

Reading skills and reading readiness characteristics, while being familiar to the reading teacher, are in many cases, completely unfamiliar to the parents, the child's first teacher and an important partner in the formal educational process. The acquisition of the prerequisites necessary for a child to begin reading is a gradual process which occurs in developmental stages. Some of these prerequisite skills include proper language usage; a demonstration of adequate social and emotional attitudes; compatible group interactions; and a positive self image (Simpson-Tyson, 1978). Because of their dependence on physiological growth and the home environment, the acquisition of these characteristics begin long before the child enters school. As a consequence of these skills, reading readiness begins when the child shows an increasing interest in words as meaningful symbols that resemble the words he hears. (Pikulski. 1978; Spache and Spache, 1977). With parental guidance, these phases of reading readiness could be specifically recognized, more greatly facilitated and more profoundly instilled.

Upon the initiation of formal reading training it is important for parents to help the child build a positive image toward learning and achievement in reading. It has been generally observed that once the child passes preschool, parents tend not to be involved in strengthening and encouraging reading skills. Parents should be informed of and encouraged to participate in school reading programs because this helps to reinforce at home what the teacher is doing in the classroom (Rupley and Blair, 1975). A good parent-teacher relationship should be maintained and it should be one wherein the two entities are mutally and cooperatively dependent (Hubbard & Salt, 1975).

Parents who are informed about a school reading program are better able to assist their children at home (Criscuolo, 1979).

STATEMENT OF THE PROBLEM

Some parents are apathetic about classroom programs or critical of certain learning activities and consequently, getting parents involved in the reading program may seem like a major task. However, it is being done by many school systems throughout the country. Parents complained that schools did not inform them of their child's progress in reading. The complaints, along with other concerns brought about a new parent awareness among administrators and teachers. The results of this were better communication of students progress to parents and increased emphasis on parent involvement in the reading process of their children. Consequently, there have been many articles written by educators telling not only of their parent involved reading programs (PIRP), but also how similar programs could be started in other communitites. This project will focus on those articles and it will entail the compilation of an annotated bibliography on how parents can help their children in reading.

PURPOSE

For many years educators felt that they were the only ones qualified to teach the students. However, this trend of thinking has changed. Educators have begun to see the value of parents in their reading program (Quisenberry, et al., 1977). This project will benefit local educators who are interested in getting parents involved in their reading programs. The literature reviewed and compiled will provide a scholarly basis for justifying and implementing a parent involved reading program (PIRP). As a foundation, the

review of the literature will identify the characteristics associated with reading readiness. This will benefit the parents who are unfamiliar with the developmental stages of readiness. Within the literature reviewed will be specific steps for initiating and maintaining good parent-teacher relationships, important procedures for beginning a PIRP. It will provide a survey of the kind of PIRP's which are currently in use. It will identify the better ones and those which may be particularly relevant to the local area. In summary, the information compiled could be used to establish an inservice program for the teachers of the Elkhart Community School System.

ORGANIZATION OF STUDY

Tha annotated bibliography compiled in this project will achieve the following objectives:

A. To clarify to parents, teachers and administrators, the role of parents in the child's reading progress.

B. To give suggestions regarding the ways in which parents can help their children progress in reading.

C. To compile current information in the area of parent involvement in reading for ready accessible use.

The annotated bibliography will come from a review of professional journals, books, and pamphlets. The information in the articles will be written and compiled in an annotated form. The literature reviewed will contain observations of reading programs that have been established to involve parents; and suggestions shared by others as to how parents can help their children in reading. It will also include the attitudes and responses of parents and teachers toward reading programs and programmatic suggestions.

GLOSSARY

auditory discrimination --- skill in hearing the differences in letter sounds, words, or nonsense syllables.

comprehension--- relating incoming information to what is already known.

decision maker--- participant in the regulatory process which establishes mandates regarding development, implementation and evaluation of school programs and policies.

decoding--- techniques the reader uses to relate the printed words on a page to the language sounds these represent.

language constructionism--the ability to abstract from the speech the set of rules that enable them to operate the spoken language.

parent involvement--- active participation in their child reading development at school as aides or paraprofessionals; at home supporters, reinforcing what has taken place at school at home.

PEPPER--- Parent Education Program to PEP-Up Every Reader.

PIRP--- Parent Involved Reading Program.

PEP--- Preschool Readiness Outreach Program.

reading--- a thinking process activated by visual symbols.

reinforcement--- to give supplementary assistance.

self concect (self-image)--- the way one feel about oneself.

socialization--- the ability to fit in a group situation.

survival reading--- the ability to read material common to a person's everyday world.

vocalization--- to express with the voice.

ANNOTATIONS

SECTION I

PARENT INVOLVED READING PROGRAMS

This section contains entries representing educators across the country. All have one major goal in mind, getting parents involved in their child's development in reading. Basically the articles cover the same techniques, with allowances for modifications to fit individual needs.

Breiling, Annetta, "Using Parents as Teaching Partners," The Education Digest 63:50-52, February, 1977.

This article described programs planned for parents of Title I students. The author explained the importance of parents having a clear understanding of the reading program and that they be given suggestions of activities to be used at home. The program consisted of a series of five meetings directed toward parents of kindergarten to fourth grades. The goals of the program were to make parents feel at ease at school, make them aware of the important role they can play, and to give specific suggestions and materials to help their children at home. Teachers and principals noticed improvements in reading skills, attitude toward reading and self-image.

Cholewinski, Mitzi and Holliday, Sue, "Learning to Read: What's Right at Home is Right at School," Language Art 56:671-674, September, 1979.

Teachers in a low socio-economic community where the percentage of elementary school children failing was high, tried unsuccessfully to improve their children's reading level through purchased diagnostic-prescriptive programs. It was determined that the children who read well and enjoyed it had acquired the skills in the nonpressured environment of the home through being read to, being listened to while they read and observing others reading for enjoyment. The teachers devised the lap technique which entailed the teacher reading aloud to small groups and children reading aloud to other children. Each book had a contract activity sheet.

Criscuolo, Nicholas P. "Activities That Help Involve Parents in Reading," Reading Teacher 32:417-419, May, 1979.

The New Haven, Connecticut Public School System used several specific procedures to encourage parent involvement in reading. These included a newspaper column for parents, wherein teachers answered the concerns and questions of the parents; parent resource rooms in the schools; reading homework program; development of parent child program; and the institution of a step-by-step approach to the acquisition of reading skills.

Criscuolo, Nicholas P. "Parents: Active Partners in The Reading Program," Elementary English 51:883-884, September, 1974.

Criscuolo believed that if parents and schools would work together in the reading program, the students will benefit greatly and the school-community bond will also be stronger. In this article he told of six successful programs they've used in the New Haven Public School System to get parents involved: 1) Reading Courses for Parents- the purpose was to tell parents about the reading process and what they could do at home to reinforce what was taught at school. 2) Be My Guest Program - parents observed reading programs in action, afterwards engaged in discussion with principal and reading teacher or other personnel. 3) Summer Reading Program - parents signed a pledge to support and encourage students to read in the program. The other programs were 4) School Programs, 5) Book Bank Program, and 6) Reading Workshops For Parents.

Criscuolo, Nicholas P. "Reaching Unreachable Parents," Journal of Reading, pp. 285-287, January, 1974.

Criscuolo stated that parents can be of significant help in reinforcing the work of the schools. However, school officials must sincerely solicit their help. In this article Criscuolo described five programs that have been successful in increasing parental involvement in the New Haven School System. Program 1) was a Reading Course for Parents, entitled , "How You Can Help Your Child In Reading". 2) Reading Advisory Council, composed of parents and teachers. It explored ways teachers and parents can work together to improve the reading program. 3) Be My Guest Program. Parents were invited to the classroom to observe reading program. 4) Community Tutor Program - Innercity parents were recruited to work in schools reading programs as tutors. 5) Workshops for Parents - these were the make-it-take-it- type. Parent games that could be used at home to help reinforce reading skills.

Duncan, Linda J., and Vonbehren, Barbara, "PEPPER - A Spicy New Program," Reading Teacher 28:180-183, November, 1974.

PEPPER, an acronym for Parent Education Program to Pep-up Every Reader, is a second grade parent participation reading program designed to improve the reading skills of children in a low socio-economic neighborhood. Parents were provided with reading packets and verbal instructions which would allow them to instruct and encourage the development of reading skills at home. The students were motivated through the use of reading games included in each packet.

Esworthy, Helen F., "Parents Attend Reading Clinic, Too," The Reading Teacher 32: 831-834, April, 1979.

The 1978 Summer Reading Clinic at Hood College in Fredrick, Maryland had as its objectives: 1) to orient the parents to the purposes of the reading clinic; 2) to further the parent's knowledge in reading skill areas; 3) to teach the parents to make instructional devices for children. During the clinic, parents asked questions on terminology such as comprehension, decoding, and auditory discrimination. Active involvement gave the parents a feeling of competency and helped them to visualize the acquisition of reading skills from the children's view.

McWilliams, David R. and Cunningham, Patricia M., "Project PEP," The Reading Teacher 29:653-655, April, 1976.

The authors of this article realized the importance of parents support in the child's learning experiences. As a result of this knowledge and the desire of the community, Project PEP was designed. Its purpose was to teach parents how to help their children to profit from reading instruction at school and to help the preschooler with readiness skills at home. A step by step account of the organizations and considerations of the project was given in the article. As a result of the program, new attitudes toward reading were seen. The authors felt that Project PEP can serve as a model for other communities to get parents involved.

Raim, Joan, "Who Learns When Parents Teach Children?," The Reading Teacher 32:152-155, November, 1980.

Because of low reading scores at primary level in an innercity school, a club was started entitled Parents Assistance Program. The parents were trained in the use of materials that would help enhance student's reading ability. The club met on a weekly basis during the school year. At the end of the year, reports indicated that students had either maintained their level of achievement or were closer to grade level. The reports also indicated a more positive attitude and motivation toward reading. The biggest surprise was the reports on parents reading skills which showed a definite improvement; their vocabulary comprehension increased; and they had more confidence in their ability to help their children.

Rhoten, Juliana, "Help Parents to Develop the Language of Preschool Children," Language Arts 55:612-614, May, 1978.

The public schools of Milwaukee started a program which was aimed at helping parents assist their preschool children to acquire learning and language skills through the use of materials found in the home. The program was called the Milwaukee Multimedia Home Education Project. This approach included home visitations on a weekly basis, radio program developed for children for reinforcement, and video-tapes to provide role-playing techniques for parents. Evaluations showed that parents can influence the growth of their preschool child.

Rupley, William H. and Blair, Timothy R. ERIC/RCS "Early Reading: Teacher and Parents," Reading Teacher 28:716-717, April, 1975.

The question of whether children should be taught to read before first grade has been debated but not settled. Brzenski and Elledge stated that the difficulties experienced in teaching reading may well stem primarily from the method of exposure and the quality of instruction, rather than the maturational level of limitation in the child as a learner.

Vukelich, Carol, "Parents are Teachers: A Beginning Reading Program," The Reading Teacher 31:524-527, February, 1978.

Vukelich described a program that was started in her community for the purpose of informing parents of their role as their child's first teacher. The program was called PROP. It consisted of parents of children from three to five years old. Ideas were shared with parents on how they could help their children with beginning reading skills. At each weekly session parents were given time to make a game that would help develop a basic reading skill. Some of the skills thought to be basic to beginning reading were: oral expression, visual perception and auditory discrimination. In the discussion portion of the workshop parents were given information on the development of a child. The parent who were unable to attend received pamphlets or home visits. The program was successful and favorably received by parents.

SECTION II

PARENTS INVOLVED IN READING

Included in this category are suggestions written for parents, describing how they can help their children in reading. The suggestions cover a wide range of skills (pre-reading to reading) and methods.

Ahern, Patricia Russell, "Turned in to Parents, Reading Hits the German Airwaves," The Reading Teacher 27:676-679, April, 1974.

In her article, Ahern told of an idea that was developed and implemented by Julie Chan, while living overseas. Her plan was to inform as many parents as she could about reading and how they could help their children in reading. She wanted to use methods other than those previously established (adult education, P.T.A. reading courses, magazines and newspaper articles, pamphlets and brochures). Her idea was to use radio (American Forces Network). The program was approved for air and has been very successful for the past three years.

Baker, Irving and Others, "Children's Literature at Home Base," The Reading Teacher 28:770-772, May, 1975.

The University of Connecticut conducted an eight week program aimed at helping parents get their children more involved in reading. Research has shown that family lives have lasting influence on children. The author stated that parents should be encouraged to do things with their children which will cultivate an affinity for books and a desire for the reading experience.

Butler, Dorothy and Clay, Marie, Reading Begins At Home, Heineman Educational Books, New Hampshire, 1979, pp. 43.

This book was written for parents. It answered many of the most frequently asked questions by parent of pre-school children. It gave suggestions to parents on taking advantage of every day occurrences to make it a learning experience. The authors also discussed instruction of specific skills as well as selections of books for different age level. They recommended other books that may be helpful to parents.

Cassidy, Jack and Vukelich, Carol, "Survival Reading For Parents and Kids: A Parent Education Program," The Reading Teacher 31:638-641, March, 1978.

In the past the concern for survival reading has been associated with secondary level. Educators now believe there is also a need for survival reading at the elementary level. In some programs that have been established for parents, they have been taught to teach reading skills, and to do supplementary instructions at home. As an outgrowth of the concern for survival reading and parent involvement program was organized where parents would make games that focused on work and materials in the child's every day world. Some disadvantages of the program was getting parents to meet in places other than local schools; parents of children who really needed the program did not attend.

Criscuolo, Nicholas P., "Reading Motivation Through the Teacher-Parent Partnership," Momentum 11:21-23, December, 1980.

The author described ten effective ways parents and teachers can motivate children to read. These included proper book selection, fun reading, progress reports to parents, reading at home, and maintaining a home library.

Fager, Martha and Williams, Leonard, "Wanted: Parents Involved in Remedial Reading Programs," School And Community 59:27, January, 1973.

The authors believed that parents would be a valuable asset to the remedial reading program. In their article they told how they went about getting parents involved in their child's reading process. They prepared a handbook for parents which included explanations of terminology and methods. They made handouts available to parents with explanations on development of the child and lists of activites parents could use to help in the child's development. These materials were given to parents at meetings that were held for all parents who had students involved in the program. The response was great. As a result, other workshops were planned for parents.

Freshour, Frank W., "Beginning Reading: Parents Can Help," The Reading Teacher 25:513-516, March, 1972.

Freshour stated that a concentrated effort supported by both parents and teachers would improve reading readiness and achievement. Parents can assist in developing directionality, oral language skills, positive self concept, favorable learning attitudes and reading reinforcement.

Granowsky, Alvin and Bernagozzi, Tom, "Dear Parent," Instructor 86:111, May, 1978.

This article was written to parents. It informed them of one method they can use to determine their child's attitude toward reading through the use of a checklist. It also gave suggestions on how parents can help build a more positive attitude toward reading.

Hoskisson, Kenneth, "Should Parents Teach Their Children to Read?" Elementary English 51:295-299, February, 1974.

The author concluded that parents, because of their early involvement and familiarity with the child, are perhaps in a better position to teach their children than the teachers. He recommended that parents use an assisted reading program which is based on reading aloud and the language constructionism normally employed by the child.

Lang, Robert, "PR: Public Relations - Parents and Reading," The Reading Teacher 31:858-861, April, 1978.

Lang stated that the critics of the schools are those people without school age children. He also said that parents with school age children want to be supportive of the schools. Parents should be informed and involved in the reading program. Those parents who are involved should encourage other parents to become involved. Teachers should develop methods of getting and keeping parents involved. He suggested several books and pamphlets that may be of help to both parents and teachers.

Larrick, Nancy, "From 'Hands Off' to 'Parents We Need You!'," Childhood Education 52:134-137, January, 1976.

Larrick reviewed attitudes from twenty years ago to the present. From a time when educators were saying let us do the teaching to the 80's wherein programs across the country are aimed at getting parents involved in their child's reading process. Educators realized that parents and the home environment have made a difference. These programs have been designed to show parents how they can help their child develop oral language and build positive attitudes toward reading. She mentioned several of the programs that were established and who was served by them.

Pikulski, John, "Parents Can Aid Reading Growth," Elementary English 51: 896-897, September, 1974.

Pikulski stressed the importance of parents understanding what reading is about. Parents should know that reading is a thinking process and that it builds on previous experiences and language skills that the child has had. In his article he gave twelve specific ideas that parents can use to help enhance their child's reading achievement.

Quisenberry, Nancy L., Blackmore, Candance and Warren, Claudia A., "Involving Parents in Reading: An Annotated Bibliography," The Reading Teacher 31:34-39, October, 1977.

These authors shared their awareness of the importance of parental involvement and the difficult task one might have in achieving the support of parents. They compiled articles they thought would be helpful to parents, teachers, and administrators in planning programs that would involve parents.

Roberson, D.R., "Parents and Teachers: Partners in the Teaching of Reading," The Reading Teacher 23:722-726, May, 1970.

In this article Roberson stated that educators must solicit the aid of parents and demonstrate to them the importances of their role in the teaching of reading. During the early months of a child's life parents can conduct activities which promote the development of vocalization and socialization. Vocal activites made pleasurable during the preschool years will contribute to reading enjoyment in the school years. Once the child has entered school, parents can reinforce what is learned by listening to the child's educational experiences and voicing approval. Parents should make an effort to meet with the child's teacher and in return the teacher should inform the parent of topics which stimulates the child's curiosity.

Robinson, Alan H. and Rauch, Sidney J., Guiding the Reading Program, SRA, Inc., Chicago, 1965, pp. 119.

The authors included in their book a list of twenty suggestions on how parents can help their children in reading. This list was prepared by the New York City School. The list can be modified to fit individual needs.

Gagliardo, Ruth, "What A Parent Can Do To Help At Home," in Parents and Reading, pp. 5-9, Mediated by Carl Smith, International Reading Association, Newark, 1978.

Gagliardo explained the importance of parents talking to their child when they are infants and how this helps their language development. Parents can enhance their experiences by taking them on trips to the fire department, market, zoo, and railroad station. Frequent visits to the library and the purchase of books for children are also important. She also included a list of books for parents to read aloud to children and a book parents can read for themselves.

Swaby, Barbara, "How Parents Can Foster Comprehension Growth in Children", The Reading Teacher 34:280-83, December, 1980.

Swaby has written a very simple definition of comprehension for parents. She explained to parents that one comprehends by relating incoming information to what one already knows. She further expressed the importance of giving children as many experiences as possible that would be valued at school. She continued with step by step instructions on how parents can compliment whats being taught - at home with that being taught at school. This is a way of strengthening the partnership between school and home.

Sparkman, Brandon and Saul, Jane, Preparing Your Preschooler For Reading- A Book of Games, Shocken Books, New York, 1977, pp. 117.

The authors wrote this book for parents in response to the many requests of parents asking how can they help. In the book they explained to parents how important they are to their children's learning process and how they have a more lasting influence over their child than any one else. They explained some basic facts about the learning process and about the stages of development. The games they've included in the book are arranged in sequential order (easy to the difficult). These games covered the basic prereadiness skills to reading in the area of visual and listening skills.

Todd, Chalres C., "Should Reading Be Taught At Home?," The Reading Teacher 26:814-816, May, 1973.

In recent years more and more pupil who entered first grade were already good readers. The major reason for this appeared to be that someone at home was reading to the child and listening to the child read. Reading materials are available as a functional part of the home environment and these included, for example, newspapers, packages, hot and cold water spigots, and books. These basal efforts could be augmented by training parents and encouraging them to find the time to spend with their child. Tutors could be supplied if the parents were unavailable. The result of early reading instructions could be a fewer years in a public school program.

Vukelich, Carol and McAdams, Judith, "Mother's Ability To Predict Their Children's Reading Readiness Skills," The Reading Teacher 32:345-347, December, 1978.

Many programs aimed at teaching parents to instruct their young children in beginning reading skills have been developed. To date, researchers have not investigated the ability of the parents to predict their preschool children's prereading performances. This study dealt with that situation. One factor affected the mother's predictive accuracy: the older the child, the better the mother was able to predict her child's reading readiness skills.

Ward, Evageline, "A Childs First Reading Teacher: His Parents." The Reading Teacher 23:756-759, May, 1970.

The author stated that the first eight years are very important in the early development of the child. The experiences that he encounters during this time will be vital in the reading process. The role of the parent during this time is extremely important, especially since they are the child's first teacher and the ones who will have a more lasting influence over the child than anyone else. The author continued by telling of things parents can do and have done during this developmental stage to help their child reach their maximum ability level. He also told of some of the programs that have been designed around the role of the parent as their child's first teacher.

SECTION III

ATTITUDES AND RESPONSES OF PARENTS AND TEACHER TOWARD THE READING PROGRAMS

Although this section has the fewest entries, many of the articles mentioned in the Parent Involved Programs section included very positive responses from parents and teachers. As a result of the over-whelming responses, many of the programs were repeated or continued. Parents became more involved and more confident in their ability to help their children. Teachers could see the result of their labor by the change in students attitude and performance. It is unclear as to how current economic conditions and social attitudes will influence this previously positive response.

Kappman, Patricia, "Parents are a Part of the Reading Rainbow Too," Early Years 11:35-37, May, 1981.

The author stated that the first school for a child is the home and the parents are the first teachers. Teachers cannot assume the total responsibility of educating a child; this responsibility should be shared with the parents. Parents must be encouraged to look on the positive side of their child's educational experiences. This can be accomplished through better school home communication i.e. positive calls to parents; flexible schedules for parents meetings, and improved school bulletins. Through the use of meetings and bulletins, parents can be shown how to reinforce the skills taught at school.

Longenbunner, Mary R. and Thornburg, Kathy R., "Attitudes of Preschool Directors, Teachers, and Parents Toward Parent Involvement in the Schools," Reading Improvement 17:286-291, Winter, 1980.

The authors generated two questionnaire to evaluate the attitudes of administrators, teachers, and parents toward parents as supporters and learners, parents as volunteers and parents as decision makers. Parents as decision makers was the least preferred level indicated by all three groups; parents as supporters, the most traditional involvement, was the one most preferred by all three groups; and parents as volunteers was the second most preferred level of parent involvement for all three groups.

Nicholson, Tom. "Why We Need To Talk to Parents About Reading," Reading Teacher 33:19-21, October, 1980.

Parents and teachers are partners in the effort to teach a child to read. In a survey conducted by the Radio New Zealand Continuing Education Unit and Department of Education, it was found that parents were really concerned about their children reading skills and wanted to get more involved in the teaching process. It was felt that this could be fostered by increasing communication between teacher and parents.

Powell, Frances, "Parents Should Know About Reading Skills," The Reading Teacher 23:738-740, May, 1970.

After participating in a summer reading program with their children, parents realized that they didn't have to be a teacher to help their children progress in reading. Through this summer program they became aware of how important they were to their children's learning and why certain basic skills were valuable to the learning process (verbal exchange, listening to child's reactions, stories, etc.). The outcome of the program seemed to indicate the better the parents understood the process, the more involved they were willing to become.

SUMMARY

SUMMARY

For many years educators felt that they were the only ones qualified to teach students, but this trend of thinking is changing. However, getting parents involved in their child's reading program can sometimes be a major chore. But it is being done in school systems throughout the country. This report provides an overview of the methods and concepts published by educators on getting parents involved in reading. The project consists of an annotated bibliography, compiled from professional journals, books, and pamphlets and arranged in three sections, parent involved reading programs, parent involved in reading, and attitudes and responses of parents and teachers toward the reading programs.

Programs (PIRP's) that have been established to involve parents have proven to be successful and teachers and principals noticed improvement in reading skills, attitudes toward learning and self-concepts. Criscuolo (1974) stated that parents can be of significant help in reinforcing the work of the schools. However, school officials must sincerely solicit their help. Some of the programs described are PEPPER (Parent Education Program to Pep-Up Every Reader), a program designed to improve reading skills of low socio-economic students and the 1978 Reading Clinic at Hood College, a lecture series with the purpose of furthering the parents knowledge in the reading skill areas and teaching parents to make instructional devices for children (Duncan and Vonbehren, 1974; Esworthy, 1979)

Educators are aware of parents willingness to help their children. They are also aware of the fact that many parents choose not to help because they don't know how. In general, the literature describes step by step procedures which

instruct parents as to how they can assist their children in the reading process, and it provides an understanding of the developmental stages and characteristics associated with reading readiness. Parents can assist in developing directionality, oral language skills, positive self-concepts, favorable learning attitudes and reading reinforcement (Freshour, 1972).

Once trained and informed, many parents were willing to participate in the reading activities and programs. Parents became more involved and more confident in their ability to help their children. Teachers could see the results of their efforts by the positive change in student attitudes and performance. Administrators, teachers and parents felt that parents, as school supporters were the perferred mode of involvement while parents as decision makers were the least desired mode of involvement (Longenbumer and Thronburg, 1980). It is unclear as to how current economic conditions will influence these responses.

This annotated bibliography clarifies the role of the parents, teachers and administrators in the child's reading progress. It gives suggestions regarding the ways parents can help their children in reading. It compiles current information in the area of parent involvement in reading for ready accessible use. This project can be used to establish an in-service program for the teachers of the Elkhart Community School System.

CONCLUSIONS

CONCLUSIONS

The information in this bibliography clarifies the parents, teachers, and administrators the role of the parents in the child's reading process. The parents are the child's first teacher and because of their early involvement and familiarity with the child they may be better able to provide initial effective instructions than perhaps the teacher (Hoskisson, 1974). In these early years parents can assist in developing directionality, oral language skills and positive self-concept (Freshour, 1972). Parents should know that reading is a thinking process which is based on previous experiences and language skills. Consequently, reading materials are avaliable in the home as a functional part of the environment, and these include packages, hot and cold water faucets, and books. Furthermore, reading readiness can be enhanced by experiences such as trips to the market, zoo, fire station, and library (Gagliardo, 1978; Todd, 1973). Once the child has entered school parents can reinforce what is learned at school by listening to the child's experiences and voicing approval. Teachers should develop methods for getting and keeping parents involved and parents should make an effort to meet with the child's teacher. While it is perferred that parents not be involved in decision making, it is desirable and beneficial to have parents involved as supporters of education and the educational process, and as volunteers in the school and classroom (Longenbunner, and Thronburg, 1980).

Throughout the country programs have been established which suggest how parents can help their children progress in reading. The New Haven, Connecticut School System used a newspaper column for parents wherein teachers answered the concerns and questions of parents (Criscuolo, 1979). Teachers in a low socio-economic community improved their children's reading level

through a procedure they devised called the lap technique. It was determined that the children who read well and enjoyed it acquired these skills in the home environment through being read to, and listened to while they read, and observing others reading for enjoyment. These characteristics were incorporated into the lap technique (Cholewinski and Holliday, 1979). In general, most of the programs reviewed had as their goals making parents familiar with the school and school personnel, informing parents of the important role they can play in assisting their child in the acquisition of reading skills and providing specific suggestions and materials for them to help their children at home.

The local school system is composed of a variety of socio-economic areas. Therefore, it is unlikely that a single program or regementation would meet the needs of the entire community. Because of the complexity of the community, sections of the system could establish reading advisory committees to evaluate the programs and determine which ones are more appropriate for the specific needs of that area (see Recommendations).

RECOMMENDATIONS

RECOMMENDATIONS

The proposed recommendations are limited to the Elkhart Community. They are as follows:

1. Establish an In-Service Program for the teachers of Elkhart Community Schools. An example of an outline can be seen in Appendix A. In order to determine whether or not this is the kind of program teachers would want to have, further investigation should be done. This can be accomplished by means of a needs assessment sheet (survey).

2. Establish professional library for parents and teachers - house it within each school and have it funded by their Parent Teacher Organization. In establishing the library, views of the staff should be considered and the idea brought to executive board of the Parent Teacher Organization. Other examples of considerations are: available space, check out procedures, and library content. (See Appendix B for examples of the kinds of materials to be included in the library).

3. Establish a Parent-Involved Reading Program (PIRP). Review in detail several of the programs that have been mentioned. Decide which one would best meet the needs of the parents. Before this happens a committee including reading consultant and a representative from each elementary school should be organized. The committee will make decisions on sites, meeting dates and times. The consideration of time will be a major concern because in many families both parents work or the home has a single parent. Consequently, baby sitting needs would have to be considered.

REFERENCES

REFERENCES

Adhern, Patricia R., "Tuned in to Parents, Reading Hits the German Airwaves," The Reading Teacher 29:676-679, April, 1974. (9)

Baker, Iriving and Others, "Children's Literature at Home Base," The Reading Teacher 28:770-772, May, 1975. (9)

Breiling, Annetta, "Using Parents as Teaching Partners", The Education Digest 63:50-52, February, 1977. (5)

Butler, Dorothy and Clay, Marie, Reading Begins at Home, Heineman Educational Books, New Hampshire, 1979, 43 pp. (9)

Cassidy, Jack and Vukelich, Carol, "Survival Reading for Parents and Kids: A Parent Education Program," The Reading Teacher 31:638-641, March, 1978. (9)

Cholewinski, Mitzi and Holliday, Sue, "Learning to Read: Whats Right At Home Is Right At School," Language Arts 56:671-674, September, 1979. (5, 18-19)

Criscuolo, Nicholas P., "Activities That Help Involve Parents In Reading," The Reading Teacher 32:417-19, May, 1979.(2,5,18-19)

---- "Parents: Active Partners In The Reading Program," Elementary English 51:883-884, September, 1974. (6, 16-17)

---- "Read Motivation Through The Teacher Parent Relationship," Momentum 11:21-23, December, 1980.(10)

---- "Reaching Unreachable Parents," Journal of Reading, January, 1974, pp. 285-287. (6)

Duncan, Linda J. and Vonbehren, Barbara, "PEPPER - A Spicy New Program," The Reading Teacher, 28:180-183, November, 1974. (6, 16-17)

Esworthy, Helen F., "Parents Attend Reading Clinic, Too," The Reading Teacher 32: 831-834, April, 1979. (6, 18-19)

Fager, Martha and Williams, Leonard, "Wanted: Parents Involved in Remedial Reading Programs," School and Community 59:27, January, 1973. (10)

Freshour, Frank W., "Beginning Reading: Parents Can Help," The Reading Teacher 25:513-516, March, 1972. (10,16-17, 18-19)

Gagliardo, Ruth, "What a Parent Can Do To Help At Home," in Parents and Reading, pp. 5-9, Carl Smith, ed., International Reading Association, Newark, 1978. (12, 18-19)

Granowsky, Alvin and Bernagozzi, Tom, "Dear Parent," Instructor 86:111, May, 1978. (10)

Hoskisson, Kenneth, "Should Parents Teach Their Children to Read?," Elementary English 51:295-299, February, 1974. (10, 18-19)

Hubbard, Douglas and Salt, John, "Family Support and the Young Reader," Forum for Discussion of New Trends in Education 17:63-34, Spring, 1974. (1)

Kappman, Patricia, "Parents Are a Part of the Reading Rainbow, Too," Early Years 11:35-37, May, 1981. (14)

Lang, Robert, "PR: Public Relations-Parents and Reading," The Reading Teacher 31:858-861, April, 1978. (11)

Langenbunner, Mary R. and Thornburg, Kathy R., "Attitudes of Preschool Directors, Teachers and Parents Toward Parent Involvement in the Schools," Reading Improvement 17:288-291, Winter, 1980. (14, 16-17, 18-19)

Larrick, Nancy, "From 'Hands Off' to Parents 'We Need You!'," Childhood Education 52:134-137, January, 1976. (11)

McWilliams, David R. and Cunningham, Patricia M.,"Project Pep," The Reading Teacher 29:653-655, April, 1976. (7)

Nicholson, Tom, "Why We Need to Talk to Parents About Reading," The Reading Teacher 33: 19-21, October, 1980. (14)

Pikulski, John, "Parents Can Aid Reading Growth," Elementary English 51:896-897, September, 1971. (1, 11)

Powell, Frances, "Parents Should Know About Reading Skills," The Reading Teacher 23:738-740, May, 1970. (15)

Quisenberry, Nancy L., Blackmore, Candace and Warren, Claudia A., "Involving Parents in Reading: An Annotated Bibliography," The Reading Teacher 31:34-39, October, 1977. (2, 11)

Raim, Joan, "Who Learns When Parents Teach Children?" The Reading Teacher 32:152-155, November, 1980. (7)

Rhoten, Juliana, "Help Parents To Develop The Language of Preschool Children," Language Arts 55:612-614, May, 1978. (7)

Roberson, D.R., "Parents and Teachers: Partners in the Teaching of Reading," The Reading Teacher 23:722-726, May, 1970. (11)

Robinson, Alan H. and Rauch, Sidney J., Guiding the Reading Program, SRA, Inc., Chicago, 1965, 119 pp. (12)

Rupley, William H. and Blair, Timothy R., "ERIC/RCS - Early Reading: Teachers and Parents," The Reading Teacher 28:716-717, April, 1975. (1,7)

Simpson-Tyson, Audrey K., "Are Native Americans First Graders Ready to Read?," The Reading Teacher 31:798-801, April, 1978. (1)

Spache and Spache, Reading in the Elementary Schools, Allyn and Bacon, Inc., Boston, 1977, 516 pp. (1)

Sparkman, Brandon and Saul, Jane, Preparing Your Preschooler for Reading - A Book of Games, Shocken Books, New York, 1977, 117 pp. (12)

Swaby, Barbara, "How Parents Can Foster Comprehension Growth in Children," The Reading Teacher 34:280-283, December, 1980. (12)

Todd, Charles C., "Should Reading Be Taught at Home?," The Reading Teacher 26:814-816, May, 1973. (12, 18-19)

Vukelich, Carol and McAdams, Judith, "Mother's Ability to Predict Their Children's Reading Readiness Skills," The Reading Teacher 32: 345-347, December, 1978. (8)

Vukelich, Carol, "Parents Are Teachers: A Beginning Reading Program," The Reading Teacher 31:524-527, February, 1978. (13)

Ward, Evangeline, "A Child's First Reading Teacher: His Parents," The Reading Teacher 23:756-759, May, 1970.(13)

APPENDICES

APPENDIX A

AN IN-SERVICE PROGRAM FOR THE TEACHERS
OF THE ELKHART COMMUNITY SCHOOLS
ON
HOW PARENTS CAN HELP
THEIR CHILDREN
IN READING

I. INTRODUCTION

A. New Trends of Thinking Toward Parent Involvment.

B. Attitudes of parents and teachers regarding parents taking a more active role in their child's learning process.

1. Uncertainties.
2. Need for guidelines and specific instructions.

C. Ways in which parents can help.

1. Parent assistance with home reading project (making sure child reads material and checking for comprehension).
2. Individual Needs of Students - specific skills. Example: spelling, sequencing, following directions.
3. Classroom Helper.
   a) small group.
   b) individuals.
   c) making games.

II. COMMUNICATION WITH PARENTS

A. Take advantage of the following methods to keep parents informed.

1. Notes or letters.
2. Back to school night.
3. Weekly progress report.
4. Conferences.
5. Telephone.

B. Share information that you come across in the professional journals or in workshops you attend.

III. PARENT VOLUNTEERS AT SCHOOL

A. How to get parents to work in classrooms.

1. School survey sheet.
2. Volunteers.
3. None working parents.

B. Establish critera for selecting parents.

1. Know your parents.
2. Choose someone you can work with.
3. Choose someone who will do the things you want done.
4. Choose someone who will be consistent, dependable and there at agreed upon times.
5. Try to avoid using those parents who tend to try and take over.

C. Be prepared for parents.

1. Have instructions written out clearly for parents (especially if they come in after class has started).
2. Pre-conference to explain and demonstrate task.
3. Have materials in a designated place.
4. List of student names that they will be working with.
5. Page numbers to be covered or graded.
6. This experience should be meaningful and worthwhile if you want them to continue.
7. Praise parents and encourage them to praise students.

D. How parents volunteering in the classroom helps.

1. Students begin to develop a more positive attitude toward learning and school.
2. Reinforce reading skills.
3. Children can do outside reading orally.

IV. PARENTS HELP AT HOME.

A. Be specific when soliciting parents help.

1. Let them know exactly what you want them to do.
2. Demonstrate or illustrate activities for parents.
   Example: Distinguishing between long and short vowel sounds may be where the problems are.
   a) share games with parents that may aid in reinforcing this skill.
   b) provide them with basic phonetic rules that you're using (This helps the parent and the student).
   c) share extra ditto or old worksheets.

B. Parents and outside reading.

1. Encourage parents to read to their children.

2. Encourage parents to listen to their children read.
   a) inform parent of home reading assignments by letter, special meetings or at conference time.
3. Individual needs of students.
   a) provide parents with available material that would aid them in working with their children.
   b) suggest ways in which they can help reinforce at home what you've done in class.

V. CLOSING

A. Be specific in letting parents know areas of concern and how they can help.

B. Provide concrete materials and suggestions that will aid them in helping their children.

C. Let parents know how important they are in their child's reading development.

D. Quote: "Parents have an important role in supporting the work of the schools, and there are many practicle and effective ways to involve parents in the reading program. Interaction between home and school helps parents help their children become better readers, as well as letting parents know that the schools are fulfilling a commitment to provide the best possible reading program for their children." Criscuolo (1979).

SAMPLE MATERIALS FOR IN-SERVICE WORKSHOP

A CHILD SPEAKS TO HIS/HER PARENTS

Give me food to nourish me, warmth and comforting security in your love. Things change so quickly and appear so strange. Let me enjoy my five senses.

Give me plenty of things to handle, to feel, to smell, to touch, to hear, and some that I may break.

Let me learn to take my turn in a task, a game, or a reward. Watch me play and so let me tell you how I am trying to work out the problems I am up against.

When you tell me to do this and that, tell my why. Let me feel that I am wanted, that I am important to you. Include me in the family plans when you can. Be friendly and loyal to me, that I may know how to be the same to others. Prove to me that a promise is a promise.

Please don't keep me your baby when I want to feel grown up. Don't make me afraid of losing your love.

Don't implant your own fears into me; my own are difficult enough for me to handle. Help me feel the difference between make-believe and reality.

Help me not to act when I am angry, - but don't make me so afraid of being angry that I lose my capacity to feel strongly. Let me learn bit by bit, to bear pain, to want and to postpone, - let me learn to look forward to pleasures that are coming.

Let me try out my new powers as my body develops, to sit, to creep, stand, walk, climb and jump when I am ready. Don't mix up the natural needs of my body with your emotions or mind. Don't make me experience too much, too many, too long. Do not punish me for being angry when I have been disappointed, or deprived. It is bad enough as it is.

Speak to me with your heart and your hands. I do not understand your words.

Surround me with kindly people. Give me peace in which to grow. Give me a corner in your home all my own. Give me my share of attention and consideration.

Let me question. Give me as honest an answer as you know. Let me experiment, let me find out things for myself. Let me stay sensitive to beauty.

Let me have fun out of little things no matter how foolish they may seem to you. Encourage my efforts to do things even when I do not do them very well. Be patient with my little messes. I am learning.

Let me bear responsibility. Measure it out to me according to my size, but not in greater doses than I can comfortably bear.

Above all, - grant me without condition or reservation, your debt to me, - that it may one day be repaid your children's children - the warmth, affection, and security of your love.

Dear Parents,

The more a child reads the better reader he becomes. The more parents read the better example they will set for their child.

We would like to ask your help in making this year a year of real progress for your child. Set aside a short period each evening for a time of reading before bedtime. Children of this age still love to be read to, especially if the book he has chosen is too difficult in vocabulary for him to read by himself, but is of high interest level to him. Some of the time he may enjoy reading alone, or reading a book to you. Beginning with just fifteen or twenty minutes a day, on a regular schedule, will be enough to set a pattern for a year of real progress in reading.

We will shortly begin our library reading at school. Enjoy the childrens' books with them and encourage them to use the school library often, as well as making use of the downtown library and the Bookmobile. The latter makes stops in our school area every two weeks - check the Saturday TRUTH for the time and streets. At present the Bookmobile stops at Riverview Avenue and Kirby Drive (2:15 - 3:15) and at Wood Street and Manor Avenue (4:00 - 5:00) on alternate Mondays.

Along with the above suggestions for fostering a love for reading, we will be sending home, periodically, a form for a class order of paper back books from the FIREFLY, TROLL, SEE-SAW, or LUCKY BOOK CLUBS. These books are inexpensive versions of the hard back books, and give a child an opportunity to build his own personal library. The first selections will be sent home with this letter. When ordering, please do not send cash, but make the check out directly to the book company involved in order that we do not have cash left at school until all the orders are in. YOU ARE UNDER NO OBLIGATION TO ORDER ANY BOOKS AT ANY TIME. Please include your order and check in an envelope with your child's name on it.

Here is to a happy and profitable year in reading for your child.

Sincerely yours,

It is important to provide the parents with a fairly clear understanding of what reading is. Many parents, like some teachers, look upon reading as simply decoding or word recognition. They need to recognize that reading is primarily a thinking process that is activated by visual symbols. Drawing the distinction between word recognition and comprehension is sometimes useful. Showing a parent a nonsense word and pointing out that although we can probably pronounce the word (e.g. stum) it doesn't mean anything. We have no experience with it; we have never heard it or spoken it. We don't understand the word so we are not really reading it. All of this is aimed at showing the parent that reading builds upon the previous experience and language skills that the child has. It is important to emphasize that they can do much to enhance skills here. Specifically they can be encouraged to:

1. Listen to children; give them many opportunities to use language; don't become impatient if they can't express themselves clearly.

2. Take time to carefully explain things that are happening to and around children. When you ask them to do something, tell them why you think it should be done.

3. Point out parts of the environment that children might miss. Give labels to these things.

4. Introduce new experiences. Take trips, provide the opportunity to join clubs and other organizations. These things will help to foster new intersts.

5. Point out letters and words as they are encountered in the child's everyday world or on television; i.e. STOP, RESTAURANT, titles on movie marquess. Do this in as natural a way as possible and don't become upset if the child doesn't seem interested or remember the words.

6. Children usually model themselves after their parents; therefore, parents would do well to provide a good reading model by reading themselves. It is not uncommon to find that the parents of children with reading problems do very little reading themselves. Fathers more frequently fall into this category than do mothers.

7. Read to children. This is an excellent way to build the language foundation and thinking skills necessary for becoming an effective reader. Choose books carefully, for reading to them. Consult children's librarians and books like Larrick's A Parents Guide to Children's Reading and Arbuthnot's Children's Books Too Good to Miss.

8. Encourage children to secure their own library card, and take them to the public library. But don't force them to read any book or at any particular time.

9. Read books that are too difficult for them to read themselves in order to stimulate interest.

10. Buy books if they express an interest in them.

11. As new interests are beginning to develop, try to find reading materials that fit these interest areas.

12. Read testbooks from science or social studies to children in order to help deal with the facts and concepts introduced in class. Spare children the torture of trying to deal with materials that are frustrating. It will probably be necessary to read at least some homework assignments. Parents and teachers can cooperate in this endeavor.

If reading is viewed as a thinking process, then the parents who follow these suggestions are making a significant contribution to the child's eventual reading achievement. Yet, they avoid the type of parent involvement that creates stress.

*Pikulski, John. "Parents Can Aid Reading Growth", Elementary English, V. 51. (September, 1974), pp. 896-97.

SHARING THE CHALLENGE AND THE FUN OF EDUCATION

Watching children learn and grow is one of the most fascinating and fulfilling parts of being a parent or a teacher.

The suggestions below are designed to help you take an active part in your children's education. Watching them learn is half the fun, but only half. Helping them learn brings them closer to themselves, to their world... and to you.

* Read to your child often. Make reading a pleasant experience, making sure the session is relaxed and unhurried. Let your child choose a favorite story and explain pictures and answer questions about it. Later, you can stop in the middle of a familiar story and ask what happens next. This encourages memory skills and reinforces the material in the test.

* Read aloud from ordinary books, magazines, newspapers and advertisements. Your child will learn that reading is an activity of everyday life that is both useful and enjoyable. Set a good example by reading yourself in the child's presence.

* Introduce your child to the wonders of the public library at an early age. Owning a library card and choosing books gives a child a sense of freedom and responsibility. Subscribe to a children's magazine. Children love the idea of having their very own periodical.

* As you select books for your children, a teacher's advice can be helpful. Books tailored for the child's age group and skill in reading as well as those that dovetail with topics and times being studied in school will make the book more readable and therefore more enjoyable. Also when selecting books for gifts provide those of "special" interest to the child.

Johnson's Basic Sight Word List

List 1

a	have	point	yet
above	he	put	you
across	help	really	your
after	her	red	
again	here	right	
air	high	room	
all	him	run	
am	his	said	
American	home	saw	
and	house	school	
are	how	see	
art	I	seen	
as	if	she	
ask	I'm	short	
at	in	six	
back	into	so	
be	is	some	
before	it	something	
behind	its	soon	
big	it's	still	
black	just	table	
book	keep	than	
boy	kind	that	
but	let	the	
came	like	there	
can	little	these	
car	look	they	
children	love	think	
come	make	this	
could	making	those	
day	man	three	
days	may	time	
did	me	to	
didn't	men	today	
do	miss	too	
don't	money	took	
door	more	top	
down	most	two	
end	mother	under	
feet	Mr.	up	
find	must	very	
first	my	want	
five	name	wanted	
for	never	was	
four	new	way	
gave	night	we	
get	no	well	
girl	not	went	
give	now	what	
go	off	where	
God	old	which	
going	one	who	
good	open	why	
got	or	will	
had	out	with	
hand	over	work	
hard	past	year	
has	play	years	

List 2

able	light	water
about	long	were
almost	made	west
alone	many	while
already	mean	whole
always	might	whose
America	morning	wife
an	Mrs.	women
another	much	world
any	music	would
around	need	
away	next	
because	nothing	
been	number	
believe	of	
best	office	
better	on	
between	only	
board	other	
both	our	
brought	outside	
by	own	
called	part	
change	party	
church	people	
city	place	
close	plan	
company	present	
cut	real	
different	road	
does	same	
done	say	
each	says	
early	set	
enough	should	
even	show	
ever	small	
every	sometimes	
eyes	sound	
face	started	
far	street	
feel	sure	
found	take	
from	tell	
front	their	
full	them	
great	thing	
group	things	
hands	thought	
having	through	
head	together	
heard	told	
idea	town	
knew	turn	
know	until	
last	us	
leave	use	
left	used	

Word Phrases

what I say
the little children
can fly
the little dog
a new book
as I do
you will do
too little
at school
you will like
the yellow
ball
the white duck
was found
will read
the red cow
did not go
will go
the funny rabbit
he would do
the old man
too soon
will look
you are
has found
I will come
we are
so much
to the barn
it was
the little pig
then he came
your mother
when you know
so long
the little chickens
about it
a big house
a pretty home
a big horse
some bread
the white sheep
could eat
the small boy
my brother
is coming
can live
his brother
they were
went away
would like
a new hat
my father
some cake
a pretty picture

what I want
when you come
he is
he was
to go
down the hill
then he said
in the window
did not fall
you were
all night
will walk
was made
could make
he would try
her father
is going
the black bird
all day
with us
your sister
went down
would want
the black horse
his sister
I will go
the small boat
has made
as he did
for them
if I may
in the barn
from the tree
when I wish
as he said
as I said
to the nest
up there
up here
in the box
if you wish
the new coat
I was
I may get
the funny man
her mother
can run
to the house
must go
what I meant
when you come
down the street
on the chair
to stop
to the school

in the garder
on the floor
by the house
at home
in the water
at once
in the grass
down there
has run away
they are
I may go
it is
the new doll
we were
if I must
as he did
for his
at three
when I can
with mother
about him
to the farm
from the farm
down here
for the girl
if you can
by the tree
for the baby
I am
can play
the old man
the yellow cat
will think
from home
will buy
the red apple
to the barn

NEUROLOGICAL IMPRESS

The purpose of this exercise is to reinforce the match between audition and vision in the reading process. The method would be to use a book new to the child. The procedure is as follows:

1. The child sits slightly in front of the parent (or teacher). Both have the same book.

2. Then, the parent and child read aloud in unison. Initially, it is expected that the parent's voice may lead the child's voice. Eventually, the child should be encouraged to take the vocal lead.

3. The parent should use one finger as a pointer, and it's important that the finger he pointed at the end of a word as it is sounded.

4. No stumbling. No pauses are allowed as the two read together. Any word the child does not know is immediately read by the parent, thus leaving the child no time to struggle with pronunciation.

5. The pace of normal reading flows on unimpeded. The only time a pause occurs is when the child's voice tires.

6. The child is encouraged to discuss the reading when completed, but he is not asked specific questions about the text of the material.

7. Eventually, as improvement is noted, the child uses his finger to point. Later, he may take the vocal lead and do the pointing while the parent reads softly in unison and fills in any words that the child may know. The rhythm of the prose is to be maintained.

The following aspects are to be emphasized:

1. The child should follow material well with his eyes.

2. The child's voice should match the parent's as they read.

3. Smoothness and rhythm are encouraged.

4. Good lighting and good posture are to be maintained at all times.

5. The parent should alternate reading into the child's right and left ear.

6. It is absolutely essential that the finger movement, voice, and words all be synchronized.

FAMILY READING/WRITING AT HOME

1. Have your child do the shopping for you at the store: younger children may have a list of labels to find and pick up for you, while older children may work from a list. Both may listen to you say several items and try to remember to get all the things mentioned.

2. Can-Do shirt: a T-shirt which you mark with permanent markers for small accomplishments--learned ABC's, can tie shoes, can remember three things to do, can make the bed, etc.

3. Kitchen categories: name 5 utensils, 10 refrigerator items, spices, etc.

4. Directions to follow step-by-step, draw in pictures or written:
   how to make a bed
   how to make scrambled eggs

5. Write secret messages to family members and hide them in a place they will be sometime during the day. Do treasure hunts with written messages.

6. TV commercials--what tricks are the advertisers trying to play on us?

7. Catalogues--make shopping lists, wish lists, try to spend $100 wisely on clothes you need, etc.

8. Newspaper want ads--try to figure out abbreviations, find a good deal on a car; discover the most interesting things lost today.

9. TV schedule--plan a "good" TV night, see if you can plan a wellbalanced TV night (sports, intellectual gam show, fantasy, humor, music, etc.): categorize TV offerings for a night to see if the schedule is overloaded with one type of entertainment.

10. Recipes--let children develop own file of recipes they like to make.

11. Have the children give you directions on how to get places in the car; follow them explicitly, even if you get lost!

12. Telephone messages--have children write messages following the who, when, where, what, why format and be able to read the message to you later.

13. Share reading experiences--family newspaper reading on Sundays, sustained silent reading every night at same time.

14. Plan a meal for under $25 dollars for five people, using newspaper ads; plan a meal in a restaurant for under $25 for five people, using the menu. Plan a well-balanced menu for one day for 5 for under $25.

15. Identify poisons and how to locate cautions for household supplies; prepare a list of emergency procedures.

16. Have a family bulletin board for messages; take turns decorating it.

17. Dictate shopping lists to children--they can check spelling as they try to find items.

RIVERVIEW SCHOOL

VOLUNTEER SURVEY

1981-82

Dear Patron:

Your help is necessary if your child is to have the best educational experience this year. There are many ways that you can provide that help and support; one is to accept an invitation to participate actively in the programs offered by the school.

Please check the areas that appeal to you, and indicate the amount of time you can give.

Thank you,
Ed Burkey, Principal
Riverview Elementary School

----------Please tear off and return to school----------

SCHOOL VOLUNTEER SURVEY

Name_____

Address_____

Phone_____

Student's Name_____

1. Chicken Bar-B-Que (PTO), September 18, 1981 ____
2. Library Helper ____
3. Lunchroom Helper ____
4. School Picture sales ____
5. Tutoring ____
6. Classroom Helper ____
7. Assist as a chaperone on field trips ____
8. Provide transportation for elementary athletics ____
9. Sixth Grade Banquet (May, 1982) mothers to serve at banquet ____
10. Clerical work - school and PTO (typing and mimeographing skills) ____
11. Brownies ____
12. Girl Scouts ____
13. Cub Scouts ____
14. Room Mother ____
15. Junior Great Books Leader ____
16. Block parent ____
17. Provide cookies_____, punch_____, or napkins and cups_____for classroom parties ____
18. Provide cookies for Christmas Open House, December 13, 1981 ____

Dear Parents:

Your child has reached a point in his reading, where I feel he is ready to begin reading books other than the basic reading series used in the class.

We plan to initiate this reading in the form of a game. We call it "Happy Landing in Reading". Each child has made a parachute with either a boy or a girl attached to it. Each time your child reads a book, his parachute is moved down one step for each book he reads.

There are five steps to the landing point. For every five books he reads, a star is placed on his parachute.

You can help by either listening to him read a few pages from each story, or by asking questions after a story is read.

To start the game off, I will supply the books. If you have easy or beginning readers at home, these may be used. Books from the public library are welcomed.

Attached is a sheet for you to sign and send back to me after your child has completed each book. If there are any questions, feel free to contact me.

Thank you for your cooperation.

Yours truly,

BOOKS READ BY _____

Checked Out	Title	Great	Good	Boring	Date Completed

Dear Parents:

You know that to become better at something, you must practice. This is also true for reading. If you want your child to become a better reader, he/she must read. I am encouraging you to read with your child 10-15 minutes daily.

Here at school we are keeping a chart of the number of books your child reads at home. A star will be posted on the chart for each book he reads. After your child has read a book, please write the title of the book, the date and your signature on the form provided. Your signature shows that you listened to your child read the book.

Thank you.

Date:_____

Student's Name_____

Title of Book:_____

Parent's Signature_____

_____

Date:_____

Student's Name_____

Title of Book:_____

Parent's Signature_____

_____

Date:_____

Student's Name_____

Title of Book:_____

Parent's Signature:_____

_____

Date:_____

Student's Name_____

Title of Book:_____

Parent's Signature:_____

Name_____ Date_____

Teacher's signature_____ Parent's signature_____

41

STUDY SKILLS

____ Following Directions

____ Using extra time wisely

____ Listening

____Neat careful work

____Getting to work quickly

WEEKLY PROGRESS REPORT

Name_____ Date_____

Teacher's signature_____ Parent's signature_____

STUDY SKILLS

____Following Directions

____Using extra time wisely

____Listening

____Neat careful work

____Getting to work quickly

WEEKLY PROGRESS REPORT

Name_____ Date_____

Teacher's signature_____ Parent's signature_____

STUDY SKILLS

____ Following Directions

____Using extra time wisely

____Neat careful work

____Getting to work quickly

References

Baker, Iriving and Others. "Children Literature at Home Base". The Reading Teacher 28:770-772, May, 1975.

Cole, Ann and Others. "Reaching Out To Parents". Teachers 92:120-121, September, 1974.

Criscuolo, Nicholas P. "Parents: Active Parents in the Reading Program". Elementary English 51:883, September, 1974.

Criscuola, Nicholas P. "Activities That Help Involve Parents In Reading". The Reading Teacher 32:417-419, May, 1979.

Duncan, Linda J. VonBehren. "PEPPER - A Spicy New Program", The Reading Teacher 28:180-183, November, 1974.

Pikulski, John. "Parents Can Aid Reading Growth", Elementary English 51:896-97, September, 1974.

Quisenberry, N.L.; Blackmore, C.; and Warren, C.A. "Involving Parents In Reading: An Annotated Bibliography", The Reading Teacher 31:134-139, 1977.

Rupley, William H. and Blair, Timothy R. "Early Reading: Teacher and Parents" The Reading Teacher 28:716-717, April, 1975.

Vukelich, C. "Parents and Teacher: A Beginning Program", The Reading Teacher 31:524-527.

APPENDIX B

PROFESSIONAL LIBRARY FOR PARENTS AND TEACHERS

Below is a list of material that can be included in the library:

I. Comprehensive membership for the school in the International Reading Association which will entitle the individual to the following:

-- All journals.
-- All books and other publications issued during the membership year.

II. Books that will help parents assist their children in the learning process.

-- Reading Begins at Home (Butler & Clay, 1979).
-- Parents and Reading (Smith, 1978).
-- Preparing Your Preschooler for Reading (Sparkman and Saul, 1977).

There are hundred of other books that can be included. The decision as to which ones will be chosen should be shared by the parents and teachers.